
**Country Analysis
Education**

Zambia



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1 General educational situation

1.1 Educational history

Zambia as colony

In the 18th and 19th century slavery was normal in Zambia. In 1895 Zambia became “property” of the British South-Africa. In 1924 Zambia became a colony under the name Northern Rhodesia. There was not much attention for education in this time.

Independence

At independence in 1964 Zambia had one of the most poorly developed education systems of Britain's former colonies, with just 109 university graduates and less than 0.5 percent of the population estimated to have completed primary education.

Language education

In June, 1965, in the newly established Republic of Zambia, cabinet deliberated on the issue of language education. For reasons of national unity plus a belief that the earlier a language was started the better, English was formally adopted, for the first time, as the medium of instruction from the beginning of Grade 1 to the end of tertiary education.

The thirty-year period between 1965 and 1995 saw a number of moves to reverse this ‘straight-for-English’ approach. In two major reviews of educational policy, in 1977 and again in 1991, the case for vernacular languages and their role in ensuring quality in education was made.

In 1977, although there was broad agreement that learning through the medium of English was detrimental to educational achievement; educational principles were subordinated to the pragmatic considerations of political harmony. The new policy did allow teachers to explain concepts that might otherwise not be understood through the medium of English, in one of the seven official local languages, provided a majority of pupils in a class could understand this vernacular language.

Focus on learning

The 1991 Zambia policy response to the 1990 World Conference on Education for All, called, *Focus on Learning*, was resolved to tackle the issue, stating clearly that the arguments for local languages in education were proven beyond doubt and that, despite the administrative difficulties, the major Zambian languages would be the basic languages of education from Grades 1 to 4.

First university

The first University of Zambia was opened in Lusaka in 1966, graduating its first students in 1969. In 1979 legislation was passed creating a federal university; a second campus was established at the Zambia Institute of Technology at Kitwe. In 1988 the federal structure was abandoned, and Zambia now has two universities: the University of Zambia at Lusaka and the Copperbelt University at Kitwe.

Literacy

One major study commissioned in 1993 by Britain's Overseas Development Administration (ODA), indicated that, on average, pupils could not read texts two levels below their own grade level. The study included tests of reading levels in Malawi, where the medium of instruction was Chichewa from Grades 1 to 4. Here reading in Chichewa, even under a more challenging physical school environment than Zambia's, was progressing at an acceptable level, with no impact on progress in English, whose level was broadly similar to that of Zambia.

A separate study by the Zambian Ministry of in 1995 (report published in October 1997) showed that only 25% of Grade 6 pupils could read at defined minimum levels and only 3% could read at defined desirable levels.

Reading and writing in mother tongue

By 1995, there was a growing awareness within the Ministry of Education that reading and writing were better developed first in a language with which children were familiar. The pedagogical advantages were becoming more accepted, and since they were articulated at various for a, they were becoming familiar:

- it follows the basic principle of working from the known to the unknown, i.e. learning first in a known language (L1) and later moving into the unknown (L2);
- it enables pupils to express themselves in a meaningful way and therefore participate in their own learning processes;
- it prevents cognitive overload in pupils, since they are concerned with only one thing at a time, that of learning to read and write in a familiar language instead of having to negotiate both the reading skill and the new language;
- it reinforces pupils' self-esteem by validating their cultural identity.

Improve reading level

In 1995, the Ministry of Education formed the National Reading Committee with a mandate to improve reading levels in primary schools. It was specifically tasked to:

- raise awareness of the reading problem;
- seek solutions as a matter of urgency; and
- identify partners who would assist in implementing these solutions.

This group began to see, as it interacted with stakeholders, that there was likely to be an intractable obstacle to any solution to the literacy question that involved the thorny issue of language of instruction. Fear of change that could lead to political unrest, or even unease, might outweigh the hopes of educational gains that were promised in the distant future.

Initial literacy

A possible solution was to separate the issue of medium of instruction from the issue of language of initial literacy. A child could conceivably learn to read and write in a familiar language, but within a school system where the medium of instruction was officially English, especially given the leeway that teachers were given in 1977 to use a major vernacular language in lower grades if this facilitated learning. This satisfied both the educational and political points of view: pedagogical innovation was possible but within an ostensibly stable linguistic context. Such a solution might allow for the evolution of more overt change in the future when stakeholders had an opportunity to consider the issues in a less emotive atmosphere.

But first there was a need for a broad national consensus. In November/December 1995, the National Reading Committee brought together stakeholders from all walks of Zambian life in the Zambia National Reading Forum. The forum was tasked with examining the reading problem and proposing action that would solve it.

Objectives for schools

Three practical objectives for schools arose from the forum and it was agreed that all future actions would be guided by these. It was resolved that irrespective of the prevailing language of instruction, the following should be achieved:

- basic literacy in a familiar language by the end of the first year of primary education;
- basic literacy in English by the end of the second year of primary education;
- improvement in the teaching of reading at all grade levels through appropriate training and materials.

Measures

A number of measures taken by the Ministry of Education since 1995 have been in support of the above objectives:

- The status of local languages was raised by including them among subjects that counted towards selection to Grade 8, formerly Lower Secondary, but now Upper Basic. Previously, although Zambian languages were taught up to Grade 7, they were not part of the package of selection subjects for the limited places at secondary level. This policy change greatly boosted the status of local languages and the morale of local language teachers and curriculum experts.
- An ongoing curriculum reform initiative begun in 1997 adopted these objectives as central to a wider change process;
- The government in 1996 produced a comprehensive policy statement for education, called *Educating Our Future*, which incorporated the recommendations of the Reading Forum, stating that initial literacy and numeracy would be developed through a language which was familiar to children. This policy position further enhanced the status of Zambian languages and provided the rationale for future initiatives. It should be noted, however, that 1996 was an election year in Zambia and political considerations were to the fore when the policy document was being drafted. The initial debates that preceded this change took place within educational circles, with always the threat of a political veto overhanging the process. Up to the penultimate draft of the policy document, certain senior politicians insisted on the retention of the status quo and only agreed to limited change in the final draft after sustained interventions by senior Ministry officials. The separation of medium of instruction from medium of initial literacy allowed *Educating Our Future* to set down initial literacy in a familiar language as a child's right while maintaining English as the medium of instruction;
- With support from Britain's Department for International Development (DFID), the Ministry of Education designed the Primary Reading Programme, a £10.2 million, seven-year programme to implement the new initial literacy policy.

1.2 formal educational system

| Zambia is going from an old educational structure to a new educational structure. Every child is expected to have access to the new educational structure by the year 2015. You can see the old structure in figure 1 and the new structure in figure 2.

Dual system

The ministry is running a dual system of education. There are primary schools (grade 1 – 7) that have not yet been upgraded to basic level (grade 1-9). These schools are referred to as Middle basic schools. The same applies to secondary schools. Some still run from grade 8 to 12 and have not changed to high school to run grade 10 to 12.

Figure 1: formal educational system: old structure

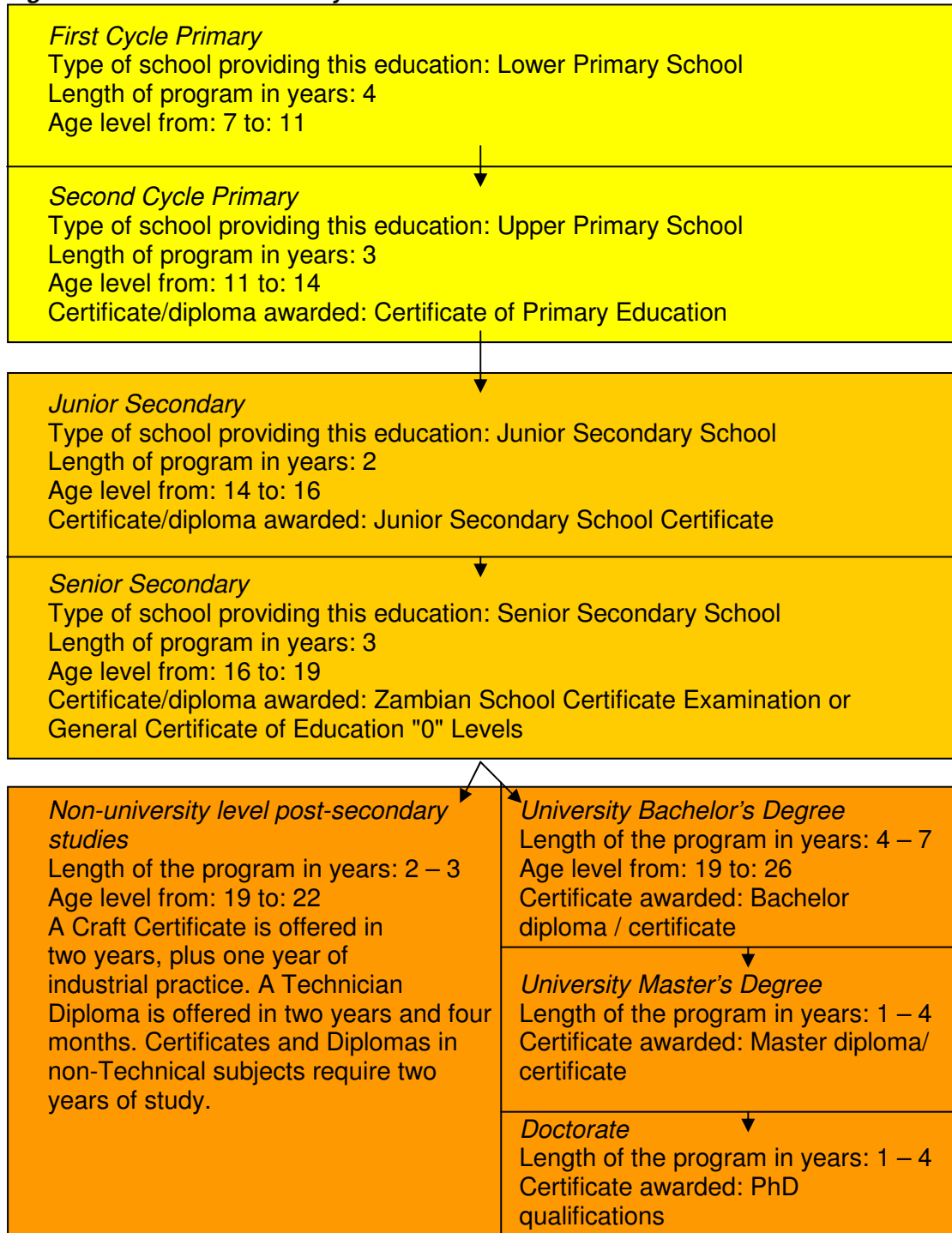
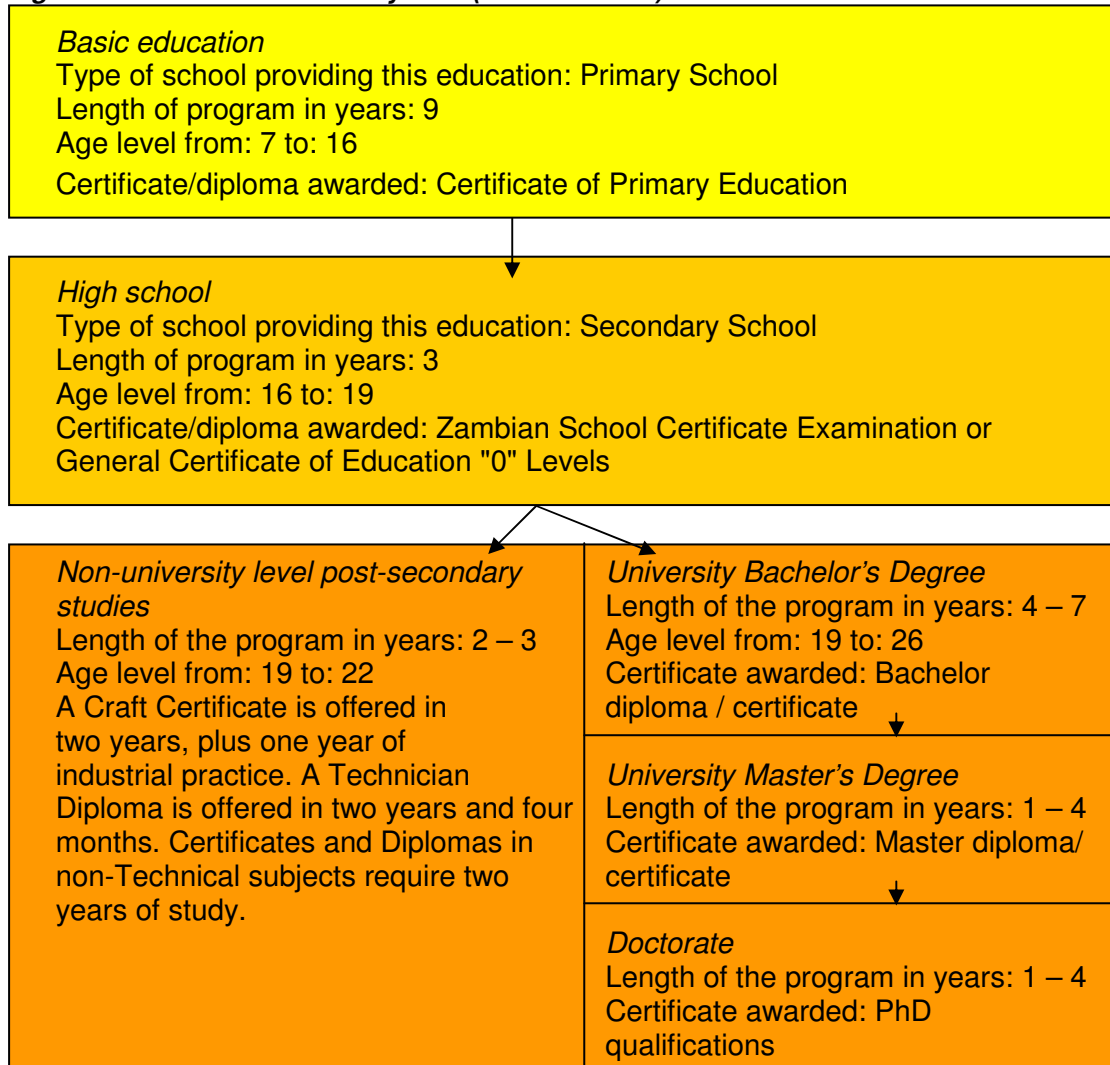


Figure 2: formal educational system (new structure)



1.3 Government education policy

Three stages

The ministry of education (ZCSS) lists specific criteria for community schools to pass through three stages of accreditation: developmental, intermediate, and full. Criteria related to infrastructure, enrollment, teachers, curriculum, and materials are specified for each stage.

Recognition

A school is formally recognized as school and gets subsidy by the ministry if it enrolls children who:

- Have never been to school but are older than the age of entry to basic education
- Have no other education alternative in the community
- Are orphans or otherwise vulnerable children

- Are disadvantaged with regard to access to the school system or cannot pay fees.

Evaluation

The ministry evaluates whether a school is meeting accreditation standards and whether the community approves of the teaching and learning taking place in the school. Communities evaluate their schools based on whether their children can write their names and count to a certain level and whether the school has a decent rate on the seventh grade end-of-cycle examination. Increased pressure on community schools to adopt the official government curriculum stems from communities' desire to have students pass this exam, on which admission to upper basic education depends.

1.4 The quality of education

Level of proficiency

Students' test results are evaluated against established national norm for minimum and desirable levels of proficiency. For English less than 30 % meets this level of proficiency and for math less than 50% at the end of primary education. Community schools outperform private schools in meeting minimum proficiency.

Great difference community schools

Community schools in Zambia vary greatly. Ranging from the most basic attempt by a community to meet the education needs of its children to schools that include support from an on-the-ground, nongovernmental or faith-based organisation. It would be misleading to generalize that these different kinds of community schools are all equally able to effectively educate children.

Quality improvement

However the Zambian government's strong position on education, coupled with both the Ministry of Education's (MOE) commitment to decentralization and increasing active involvement of communities in the delivery of education, provides an opportunity to expand activities to improve the quality of basic education.

1.5 Religion within education

Religions in Zambia

The leading religion in Zambia is Christianity; about 72 percent of all Zambians are Christians. 27% of the people has a traditional African religion. Only 1% of the Zambians is Muslim or Hindu.

Religious education

At primary school religious education is a compulsory part of the curriculum. In secondary school it is an optional subject.

1.6 Literacy

Table 1: Literacy rates

	Youth literacy			Adult literacy		
	15 – 24 year: total	15 – 24 year: male	15 – 24 year: female	15 and older: total	15 and older: male	15 and older: female
2000 –2004	69.5 %	72.6 %	66.2 %	68 %	76.3 %	59,8 %
Prospected 2015	66,8%	68,2%	65,3%	68,7 %	73,2%	64,1%

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

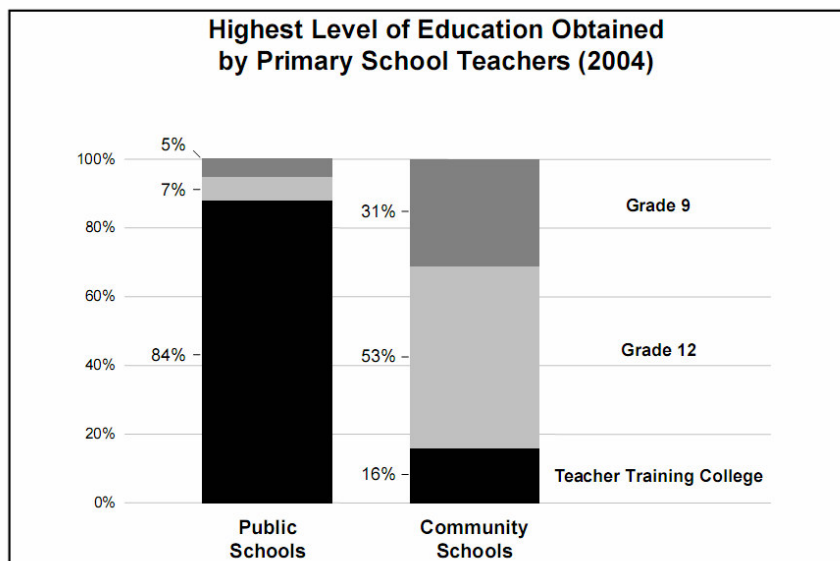
1.7 Accessibility of education

National estimates indicate that in 2004, roughly 23,4 percent of the school-age population was not in regular school. It is not clear why they were not in school.

1.8 Teacher education

Teachers in community schools have less formal education and less experience teaching specific curricula than their public counterparts. Public school teachers are officially required to have a primary teacher certification, which requires a two-year course at a teacher training college. Teachers who have a primary certificate are eligible to upgrade to a diploma or Bachelor of Arts degree. Teachers in community schools are supposed to have completed senior secondary school through grade 12. The chart below shows the levels of education of the teaching corps in public and community schools, according to 2004 Ministry of Education official statistics.

Figure 3: Highest level of education obtained by primary school teachers (2004)



1.9 Conclusions

The Zambian government is very willing to improve the educational system. There is a new structure introduced and government has a lot more plans to improve education. Since the problem of the language of instruction is solved, the quality of education is improving. The problem of literacy can now be dealt with. However education in Zambia is not ideal. There is a great shortage in qualified teachers.

2 Primary education

2.1 School attendance

Participation

The participation of children in primary school in Zambia is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

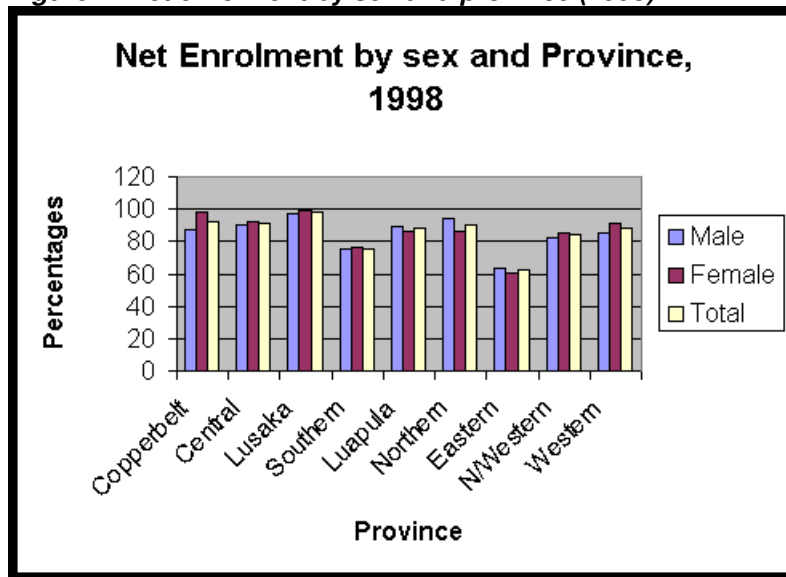
The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Table 2: Participation in primary school in 2003

	Total	Male	Female
GER	98,8 %	101,1 %	96,6 %
NER	79,8 %	79,8 %	79,9 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Figure 4: Net enrolment by sex and province (1998)



Drop-outs

There are a lot of drop-outs in primary school. In table 3 you can see the drop-out rates for 2001 per grade. Later rates are not available.

Table 3: Drop-out rates per grade in primary school (2001)

	Total	Male	Female
Grade 1	0,2 %	0 %	1,5 %
Grade 2	0 %	unknown	unknown
Grade 3	0,3 %	unknown	unknown

Grade 4	2,7 %	unknown	unknown
Grade 5	3,9 %	unknown	unknown
Grade 6	6,6 %	unknown	unknown
Grade 7	unknown	unknown	unknown
Total	12,5 %	unknown	unknown

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

2.2 Providers of primary education

As mentioned before there are three groups of providers of education in Zambia. The first group of community schools is launched by a community. The ownership and management of the school are in hand of the PCSC representatives. This is 50% of the schools. The other 50 % consists of the second and third group of schools.

The second group of schools is started and supported by an NGO or a faith-based organisation with the intention of eventually turning over ownership and operations to a PCSC.

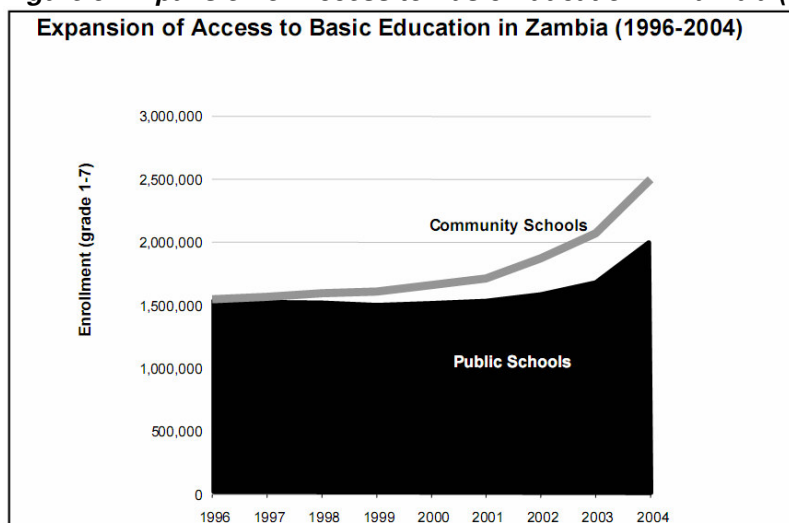
The third group consists of schools launched by individuals and is typically run more like private schools with little or no community involvement and no PCSC. The nature of these schools depends entirely on the resources and will of the sponsoring individual.

2.3 School accessibility

Enrolment

Community schools increased enrolment in basic education in Zambia by 25 percent in 2004. Figure 5 below shows the growing contribution of community schools to basic education access in Zambia over ten years (1996 – 2004).

Figure 5: Expansion of Access to Basic Education in Zambia (1996 – 2004)



Free basic education

In 2002, the Zambian government declared basic education free. All schools were directed to stop charging any form of fees for pupils in grades one through seven,

and uniforms were no longer compulsory. No pupil should be denied enrolment or excluded from school because of an inability to pay any levy. That's why enrolment in basic education did increase by 30 percent from 2002 to 2004.

Creation of new schools

In Zambia the demand of out-of-school children drives the creation of schools. A community school is usually started where no public schools are located within walking distance. Most time this is in rural areas. But also in urban areas community schools are started. This happens when there is a large concentration of children who are not able to access a public school due to cost and other factors.

2.4 Tuition fees and other costs

Basic education is free in Zambia.

Expenditure on education

The current expenditure on primary education by local, regional and national governments, including municipalities, expressed as a percentage of GNP is 1,8 % in 2004. The average public is spending 36 dollar in 2004 on a pupil in primary education.

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Figure 6 below shows the costs per pupil in community and public schools.

Figure 6: Estimated per pupil unit costs in community and public schools (2004)

Cost Component	Community Schools	Public Schools
Recurrent costs per student	\$39	\$67
Completion rate	72%	72%
Cost per completer	\$376	\$655
Portion of students achieving minimum standards	43%	36%
Cost per student meeting minimum standards	\$885	\$1,845

2.5 Forms of primary education

Pre-school

In Zambia there is pre-school education for children up to the age of six. Government does not run pre-schools but these are operated by local government, local communities, NGO's and private individuals. Pre-school is part of the informal educational system. The Zambian government effort in promoting the pre-school sector through: training of pre-school teachers and monitoring of standards by providing a curriculum.

Basic education

After pre-school children are going to basic education. This is a program of nine years, which starts when children are seven and last till they are 16 years old. After finishing basic education children receive a certificate of primary education.

Community schools and public schools

In Zambia there are community schools and public schools. Community school students' households are poorer and less educated than public school students'. Half of the fathers or male guardians of community school students have primary education or less, compared to 32 percent of public school students' male guardians. More than twice as many public school male guardians have a certificate or degree. Female guardians of community school students are twice as likely as female guardians of public school students to have no education. Consequently community schools students are more likely to speak only a local language at home. Less than one-third of community school families live in permanent structures, compares to 46 percent of public school families.

Community schools in Zambia also consistently serve more over-age students than public schools. More than half of the community school student were over age 14 in 2003, while 28 percent of public school students were over age 14.

Community schools have grown in response to the need to provide schools to the most disadvantaged families and children in Zambia. They are filling in the voids left by government-provided schooling.

2.6 Curriculum

Language of instruction

At primary school level the medium of instruction is mainly English, but the teacher may use a local language to help those pupils who may experience problems in understanding English. All subjects are taught in English, except the subject Zambian language.

Subjects

The Zambia basic education curriculum includes the subjects:

- Literacy and language (Zambian languages and English)
- Mathematics
- (Environmental) Science
- Social studies (History, Geography, Religious studies)
- Technology studies (Industrial arts, Woodwork, Home economics)
- Expressive arts (Physical education, Music, Art)

General intelligence paper

There is another subject which is not on the curriculum but is examined and that is the general intelligence paper, commonly known as 'special paper'. Pupils take each subject in primary school. In each grade there is continuously assessment done by the teachers, as they progress from topic to topic.

Allocation of subjects

Each period lasts thirty minutes. The compulsory allocation per subject per week is shown in table 4. Not all subjects are given in every grade. That's why the amount of periods can vary for some subjects.

Table 4: Allocation of subjects per week

Subject	Periods
English	7 - 9

Mathematics	7
Environmental science	2 - 3
Social studies	0 - 3
Religious education	2 - 4
Zambian languages	5

2.7 Teachers and management

2.7.1 Teachers

Teacher qualifications

To teach in a public primary school, someone officially should have one of the following qualifications.

- Primary school certificate teachers
- Primary school diploma teachers
- Diploma in Special Education

The primary school certificate teachers take a two-year training course at any of the eleven primary school teachers colleges.

The primary school diploma teachers obtain their training at the national in-service training college after completing the initial training from a primary teachers college and serving in schools for some years. They can take a diploma in special education from the Lusaka college for teachers of the handicapped.

Community school teachers and public school teachers

Teachers in community schools have less formal education and less experience teaching specific curricula than their public school counterparts. Teachers in community schools are supposed to have completed secondary education through grade 12. Training of community school teachers is assured primarily through donor-funded and NGO-supported projects. For example in many schools supported by NGOs, new community school teachers are trained in the 12 basic skill areas of the primary school curriculum. They are trained in classroom management, use of locally developed teaching and learning materials and curriculum planning. Individual schools are supported in taking the initiative to identify the training needs for their teachers.

Collaboration between community and public school teachers

Collaboration between community and public school teachers has brought a lot of similarities in instructional approaches and sharing of teaching resources. Public teachers can serve as mentors for community school teachers.

2.7.2 Management

PCSCs

Community schools are owned and managed by their PCSCs unless an NGO, faith based organization, or individual retains the ownership and management rights. The PCSC is registered by the government, formulates policies, recruits teachers, draws up development plans, and obtains fundings. PCSC membership varies from

community to community, but usually includes seven to ten members. These ten members can be parents, teachers, the school supervisor, a prominent individual from the community, local police officer, health worker or public school teacher. The role of the PCSC is to provide the school oversight in all matters, for example administration, management and supervision. The PCSCs officially meet every month.

PCSC responsibilities

The PCSC is responsible for:

- Mobilizing resources for the school, including supplies obtained through ZCSS
- Finding school premises and setting up the infrastructure
- Recruiting and selecting teachers and securing resources to pay their allowances
- Appointing a school supervisor
- Monitoring and supervising teachers and disciplining or dismissing them as necessary
- Enrolling pupils and ensuring appropriate targeting of orphans and vulnerable children
- Sensitizing parents and the community to the importance of girls' education
- Determining the school's curriculum

2.8 Infrastructure

The PCSC from a school should set up the infrastructure. This can vary greatly between schools.

Shortage

UNESCO found in 1993 that there was a critical shortage of school textbooks and other teaching materials. But the study also found that there was already an infrastructure for developing, publishing and distribution of books. A national Book policy is developed after this study results to strengthen the existing structures.

Interactive radio

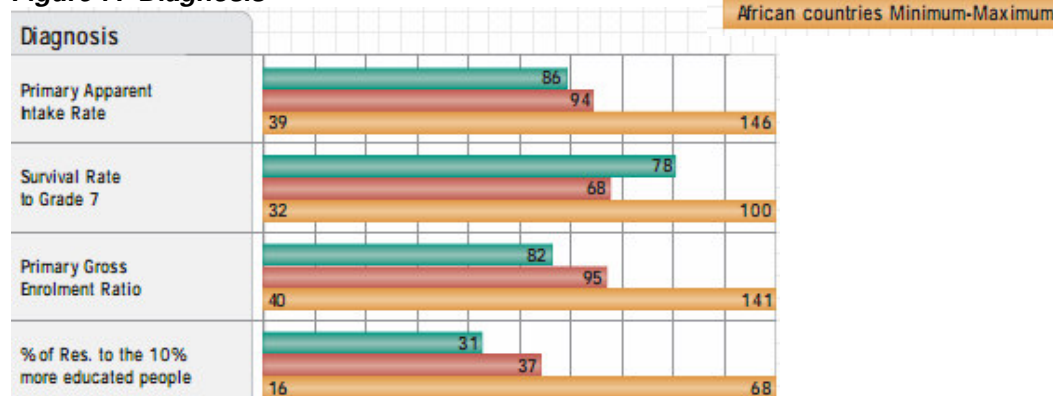
A contribution to community school teaching and learning has been curriculum and direct instruction delivered through radio. Interactive radio programs have been incorporated into many community schools, where teachers report finding the radio-based instruction very useful. ZCSS has also capitalised on the spread of interactive radio centres.

2.9 Quality indicators

Some quality indicators of educations are shown below. It is very hard to find quality indicators of schools in Zambia because of the great differences between schools.

Zambia compared with other African countries

In figure 7 is Zambia is compared with other African countries. You can see that Zambia is under the average with the intake of pupils. The survival rate to grade 7 is quite good.

Figure 7: Diagnosis**Repetition rates**

The repetition rate by grade of students in primary education is shown in table 5. The repetition rate is the proportion of pupils enrolled in a given grade at a given school-year who study in the same grade in the following school-year.

Table 5: repetition rates for 2001

	Total	Male	Female
Grade 1	5,4 %	5,5 %	5,3 %
Grade 2	6,7 %	6,9 %	6,5 %
Grade 3	6,9 %	7,1 %	6,6 %
Grade 4	7,9 %	8,3 %	7,5 %
Grade 5	7,9 %	8,2 %	7,4 %
Grade 6	9,0 %	9,6 %	8,4 %
Grade 7	15,2 %	16,4 %	13,6 %
Total (data for 2004)	6,9 %	7,1 %	6,8 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Primary enrolment ratio

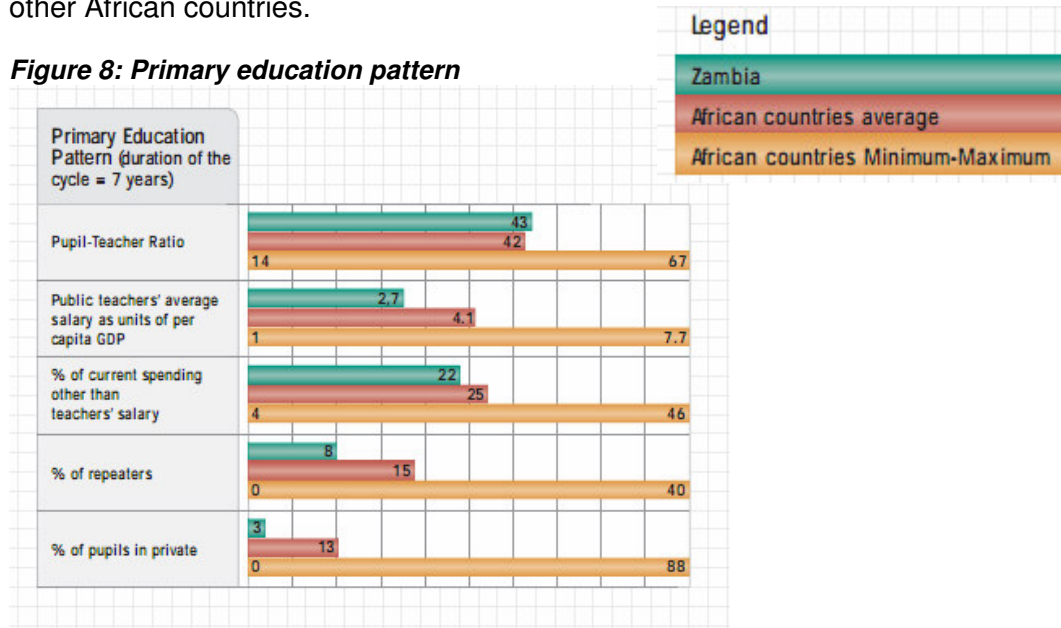
Zambia is number 165 with the net primary enrolment ratio of the human development report. This is far under the western countries and between the African countries.

For the latest rates see: <http://hdr.undp.org/hdr2006/statistics/indicators/116.html>

Education pattern

In figure 8 the primary education pattern is compared with the education pattern of other African countries.

Figure 8: Primary education pattern



2.10 Family and community involvement

PCSCs have annual meetings with the public to reflect on lessons learned throughout the year and to reflect on the school's progress, report of finances, and making plans for coming year. The meeting provides an open forum for individuals to voice their opinions and state their priorities for the local learning environment. This process also engages a variety of stakeholders in developing a vision for their community school. Parents or other people from the community can also take place in a PCSC.

2.11 Government assistance

Recognition

As mentioned before is a school formally recognized by the ministry if it enrolls children who:

- Have never been to school but are older than the age of entry to basic education
- Have no other education alternative in the community
- Are orphans or otherwise vulnerable children
- Are disadvantaged with regard to access to the school system or cannot pay fees.

Control quality

The district education standards office is supposed to visit community schools to observe classrooms, review lesson plans and manage other tasks. However this oversight function is carried out inconsistently. The lack of dependable support from ministry offices compels PCSC members to supervise teacher quality themselves.

Government assistance

The ministry commits on the memorandum of agreement to ensuring the overall development of community schools on an equitable basis, including:

- Sending teachers appointed by the national teacher service commission community schools and paying their salary
- Providing for the continued support and in-service training of teachers in community schools
- Providing grants of community schools that meets the ministry of education and ZCSS accreditation criteria
- Including community schools in all standards monitoring
- Providing infrastructure improvements, furniture and materials to community schools
- Giving financial, logistical and other support to the ZCSS.

Priorities

The priorities of the ministry for basic education are to ensure that pupils:

- Master essential literacy and numeracy skills
- Acquire a set of life skills, values and attitudes that will lay a solid foundation for school leavers' ability later on in life to cater for themselves and their families
- Form essential life-protecting skills, values, attitudes and behavior patterns which will enable them to lead a healthy life and sustain their environment.

Objectives

Objectives of the basic education are:

- The specific objectives for this level must take account of the need to provide such pupils with recognizable preparation for the world of work without ceasing to cater for the minority who will continue into high school.
- Pupils at this stage will be competent in using the essential learning tools of literacy, oral and written communication, basic numeracy and problem solving.
- Pupils will also have acquired basic learning content in the form of knowledge, skills, values and attitudes.

Pupil/teacher ratio

The pupil/ teacher ratio was in 2004 one teacher on 49 pupils.

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Teacher salary

Primary teachers' compensation as % of public current expenditure on primary education was 92,1 % in 2004.

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

2.12 Special education

The Zambian government recognises the importance of providing education for all including children with special educational needs.

Units in schools

The Government encourages integration whereby handicapped children are enrolled in regular schools throughout the country. A special unit is set up in a school and a teacher specialised in teaching children with the type of disability is assigned to head the unit. Where possible each school caters for only one type of disability.

Inspection

For the administration of special education there are four senior inspectors and an educational officer in charge of special education at ministry head-quarters. There is a regional inspector for special education for each of the nine provinces of Zambia.

Special education institutions

In 1995 there were 31 special education institutions, of which 28 primary education and 1 secondary and 2 tertiary level. There were 80 special units of which 52 primary and 28 secondary education.

There were special residential schools in different parts of the country distributed as follows: 5 for blind, 2 for deaf and 5 for physically handicapped.

2.13 Future plans

There is a new equity programme. Old programmes have been taking place for several years in an uncoordinated manner. The new programme will address issues inhibiting access to all levels and programmes in the sector. Activities under this new programme will include a study to review bursary schemes currently in place and expansion of the bursary schemes, based on the findings of the study, to all levels. This will include continuing education and skills training; abolition of school uniforms at basic level; abolition of all fees at basic level; sensitisation of communities about the importance of educating girls, women, orphans, the differently abled and the vulnerable; distribution of resources to all districts based on unit cost and learner population; development of guidelines for cost sharing for levels other than basic education; provision of counselling for students; strengthening and enforcement of laws, regulations, penalties and sanctions governing safety and security of learners. There also comes more funding for schools with children with special needs, and provision of bursaries to such children. The equity programme includes support to community schools. Guidelines will be prepared on the maintenance of standards in the community schools and community assistance to community schools will be promoted.

2.14 Conclusions

All Zambian children should follow primary education and that is a good thing. Zambian primary education is free. The enrolment of children in primary education is grown. Primary education is developing in a right way. The organisation of primary education is also good. Still it is not as good as the primary education in other African countries. Also positive is existence of special education.

3 Secondary education

3.1 School attendance

The participation of children in secondary school in Zambia is measured by the gross enrolment ratio and the net enrolment rate.

The gross enrolment rate (GER) is the number of pupils enrolled in a given level of education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

The net enrolment rate (NER) is the number of pupils of the theoretical school-age group for a given level of education, expressed as a percentage of the total population in that age-group.

Table 6: Participation in secondary school in 2003

	Total	Male	Female
GER	25,8 %	28,7 %	22,8 %
NER	23,7 %	26,6 %	20,7 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

3.2 Providers of secondary education

Just like primary education, secondary education has three groups of providers. The first group of community schools is launched by a community. The ownership and management of the school are in hand of the PCSC representatives. This is 50% of the schools. The other 50 % consists of the second and third group of schools.

The second group of schools is started and supported by an NGO or a faith-based organisation with the intention of eventually turning over ownership and operations to a PCSC.

The third group consists of schools launched by individuals and these schools are typically run more like private schools with little or no community involvement and no PCSC. The nature of these schools depends entirely on the resources and will of the sponsoring individual.

3.3 School accessibility

Transition from primary to secondary school

To go to high school you should have a certificate of primary education. In table 7 you can see that 54% of the children, who go to the 7th grade of primary school, are going the next year to secondary school. It is not clear why other children don't follow secondary education. Perhaps it's too expensive.

Table 7: Transition from primary to secondary school in 2001

	Total	Male	Female
Transition from primary to	54,0 %	51,5 %	57,2 %

secondary school in % from total			
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For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

Number of schools

In Zambia there are 200 secondary schools.

3.4 Tuition fees and other costs

Secondary education is not free in Zambia. How much it exactly costs is unknown. It depends on the school you are attending.

The current public expenditure on secondary education (% of all levels) was 13,4 for 2002-2004.

For the latest rates see:

http://hdr.undp.org/hdr2006/statistics/countries/data_sheets/cty_ds_ZMB.html

3.5 Forms of secondary education

After primary education or “Basic school” there is a secondary school, named “high school”. Secondary school lasts three years, from grade 10 to 12.

Just like primary education is secondary education also divided in three kinds of schools: community schools, schools launched by an NGO or faith-based organisation and private schools. The relation between these schools is unclear.

3.6 Curriculum

Language of instruction

At secondary school level the medium of instruction is English. All subjects are taught in English, except the subject Zambian language.

Subjects compulsory

The Zambia secondary education curriculum includes the following compulsory subjects:

- English
- Mathematics
- (Environmental) Science
- History
- Geography
- Civics
- Industrial Arts (Technical drawing, Wood-work, Mentalwork)
- Arts

Subjects optional

The following subjects are optional:

- Zambian languages

- Religious education
- Commercial subjects (Office practice, Typing, Book-keeping)
- Music
- Creative art
- Home economics
- French
- Science subject (Biology)
- Physics
- Chemistry (Physical science)
- Literature in English
- Commerce
- Principles of accounts
- Additional mathematics
- Additional science
- Fashion and Fabrics
- Food and nutrition

Assessment

In each grade there is continuously assessment done by the teachers, as they progress from topic to topic.

Allocation of subjects

Each period lasts thirty minutes. The allocation per compulsory subject per week is shown in table 8.

Table 8: Allocation of subjects per week

Subject	Periods
English	8
Mathematics	7
Environmental science	6
History	3
Geography	3
Civics	3
Industrial Arts	6
Arts	3

3.7 Teachers

Qualifications

To teach in a secondary school, someone officially should have one of the following qualifications.

- Secondary school teachers diploma
- Secondary school diploma in agriculture science
- Secondary school teachers degree

Secondary school teacher's diploma

Secondary school teachers are trained at Nkrumah Teachers' College, Copperbelt Secondary Teachers' College and Luanshya Technical and Vocational teachers'

College. This last college is run by the ministry of science, technology and vocational training. The teachers who follow this training are qualified to teach in the lower classes of high school.

Secondary school diploma in agriculture science

There is another category for diploma teachers who train for three years Agriculture science education at the Natural Resources Development College, which belongs to the ministry of agriculture, food and water development. This category of teachers is qualified to teach Agriculture science at secondary school. Teachers for Art and Music are trained at Evelyn Hone College of Applied Arts and Commerce.

A private college, the George Benson College at Namwanga offers a three-year training programme for secondary school teachers. Diploma holding teachers teach the lower classes of high school.

Secondary school teacher's degree

Secondary school degree teachers are trained at the University of Zambia and are qualified to teach up to the higher classes of high school. They can also teach at the teacher training colleges and as staff development fellows. During their studies, they take two teaching subjects and professional courses in education. Because of the shortage of university trained graduates, diploma holders from colleges also teach the higher classes of high school.

3.8 Infrastructure

Most secondary schools have no libraries and have very few trained librarians. There are also not enough good reading materials. The educational infrastructure is inadequate overall, but there is a great disparity between the resources that go to urban schools and the meager supplies available for rural schools. Educational resources like desks, tables and chairs are lacking as well.

3.9 Quality

Zambia is number 165 with the net secondary enrolment ratio of the human development report. This is far under the western countries and between the African countries.

For the latest rates see: <http://hdr.undp.org/hdr2006/statistics/indicators/116.html>

3.10 Certificate

After finishing high school a pupil receives a Zambian School Certificate Examination or General Certificate of Education "O" Levels. With this certificate it's possible to follow tertiary education.

3.11 Government assistance

The government has only some objectives for high school education. These are:

- The goal of high school education is to enable every pupil to become a well-educated person who is useful to society and who is adequately prepared for the furtherance of his/her education or her becoming a self-supporting worker.
- The education provided in high school should respond to the needs of the country for individuals who are soundly grounded in communication, mathematics, science and problem solving skills. It should also respond to the needs of individuals for a range of post-school vocational choices.
- The curriculum for grades 10 – 12 will be diversified in a comprehensive and holistic way by developing several district programmes for the level of education.

Pupil/teacher ratio

The pupil/ teacher ratio was in 2004 one teacher on 34 pupils.

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

3.12 Future plans

There are plans to better high school. The new system which is just introduced should bring some other good components in high school. Some components of this plan are: Infrastructure should be developed; materials production, procurement and distribution; teacher development, deployment and compensation; equity and gender, school health, nutrition, water and sanitation; capacity building and decentralization; HIV/AIDS education. Distance education and other modes of provision such as night school will also be provided for.

3.13 Conclusions

There is not so much information available about secondary education. Only half of the children finishing primary school are going to secondary school. This is not so much. Secondary school is not compulsory and also not free. It seems like secondary education has no priority in Zambia.

Higher education and university

4.1 School attendance

The enrolment in universities is up to 6000 students a year. The enrolment is 2,5 % of the total population.

For the latest rates see: <http://www.nationmaster.com/red/country/za-zambia/edu-education&all=1>

The completion rate for female students decreases drastically than that for male students.

4.2 Providers of higher education and university

Types of higher education

There are three types of higher education institutions. These are:

- Universities
- Technical and Vocational Colleges
- Institutes

Private higher education

Private higher education institutions do not exist in Zambia. However, there are a few educational institutions run by Christian missionaries, industrial corporations, and commercial enterprises at the further education level.

Higher education institutions

There are two universities. The education they provide is under the Ministry of Education. The various specialized technical and vocational institutions are controlled by the Ministry of Science, Technology and Vocational Training.

4.3 School accessibility

Admission

For admission to higher education a general certificate of education is required. You can get this certificate when you graduate at secondary school. The minimum score is passing in at least five subjects at GCE 'O' level.

An alternative way for entrance university is a two-year diploma from a college which has a special relationship with the university.

Students not entering university directly from school are required to sit for a mature age examination.

Restrictions

There can be restrictions for some studies; this depends upon the number of places available

Foreign students

It is possible for foreign students to study at a Zambian university. The quota is 5 percent for foreign student's admission at university level. Foreign students have to obtain a study permit for entry into the country and have full financial support. Admission is facilitated if they are part of an established inter-university exchange agreement.

Foreign applicants have to undergo a medical examination, and are admitted only if declared fit by a Medical Doctor. Foreign students must also be proficient in English.

4.4 Student fees and other costs

Student fees

Home student's tuition fees are maximum 2.500.000 Zambian Kwacha. This is 456,13 euro a year.

At the university level, students are obligated to pay 25% of the annual tuition that the university receives from the government (approximately \$3,500), on behalf of each student. On the institutional side, the matter of finance has become a highly problematic issue in the face of the persistent government budgetary difficulties. Moneys are not always made available to the universities on a timely basis.

Financial aid

There is financial aid available for scholarship, grants and fellowship in higher vocational and technical studies, first degree studies and advanced/doctoral studies. This is for home students and foreign students available. It is not possible to loan money for studying.

Public expenditure

The public expenditure on tertiary education (% of all levels) is 18,2 for 2002-2004. For the latest rates see:

http://hdr.undp.org/hdr2006/statistics/countries/data_sheets/cty_ds_ZMB.html

4.5 Forms of higher education

There are two types of tertiary education in Zambia: non-university level post secondary studies (technical/vocational type) and university level studies.

Non-university level

At Non-university level post secondary studies a Craft Certificate is offered in two years, plus one year of industrial practice. A Technician Diploma is offered in two years and four months. Certificates and Diplomas in non-Technical subjects require two years of study. Diplomas underwritten by the University of Zambia also require two years.

Extension studies are also available for those who cannot enroll for full-time programmes.

University level

For university level studies there are three stages: the bachelor's degree, master's

degree and doctorate.

Bachelor

The Bachelor stage consists of university level degrees taking from four to seven years. In table 9 the degree courses are presented.

Table 9: Degree courses

4 years	5 years	6 years	7 years
BA	Bachelor of Mineral Science	Bachelor of Veterinary Medicine	Bachelor of Medicine
BSc	Bachelor of Agriculture		
BSc Education	Bachelor of Engineering		
BA Library Studies	Bachelor of Architecture		
BA Education	BSc in Building		
Bachelor of Social Work			
Bachelor of Law			
BSc in Nursing			
Bachelor of Accounting			
Bachelor of Business Administration			

Undergraduate certificates and diplomas

There are also undergraduate certificates and diplomas. These are the following:

- Certificate in Law and Certificate in Adult Education, taking one year
- Diploma in Adult Education, taking two years;
- Diploma in Social Work and Technology Diploma, taking three years.

Master stage

The Master stage consists of courses leading to a qualification at Masters' level. Studies generally last for two years. The following Master's courses are offered:

- Law (15 months)
- Business Administration (18 months)
- Agronomy (two years)
- Education (two years)
- Engineering (two years)
- Economics (two years)
- Educational Psychology (two years)
- Political Science (two years)
- Sociology (two years)
- Public Administration (two years)
- Veterinary Medicine (two years)
- MSc (two years)
- Medicine (four years)

Doctorate

The third stage is the stage of doctorate. This stage leads to PhD qualifications which are offered in a limited number of specializations. The course takes up to four years

to complete.

4.6 Curriculum

Academic year

The academic year lasts from February to December. The language of instruction is English.

Studies

There are a lot of studies offered as you can see in paragraph 4.5.

Grading

In higher education they use letters for grading. A, B, C, D and E are representing the following scores: A+=90, A=80, B+=75, B=65, C+=55, C=45, D=35 and below. The highest on the scale is A+. The pass and fail level lies on C and the lowest on scale is E.

4.7 Student, family and community involvement

The highest administrative body of the constituent universities is the Council on which serve members of the Government, students, teaching staff, graduates and representatives of outside bodies. In this way students and people from the community are committed with the education.

There is also a student body, which has influence on the higher education.

4.8 Teachers and management

The university education has over the years suffered a brain drain of its qualified staff into other sectors or other countries where there are higher salaries and better conditions of service. Replacement of qualified staff is difficult and is financially costly for Zambia. Because of the loss of academic staff, the few that are available are overstretched,

4.9 Infrastructure

For students there is not much infrastructure. There are no travel fares and no social security for home students. Students in university should buy their own handbooks and calendars.

4.10 Government assistance

Technical education and vocational training

Technical education and vocational training is controlled by the ministry of science and technology whereas the universities are under the ministry of education.

University governing offices and bodies

The university is comprised of the following principal governing offices and bodies: the chancellor, the vice-chancellor, the registrar, the bursar, the university council, the senate, and boards of studies. The chancellor's office is a titular office, and until the so-called third republic came into being, it was occupied by the country's head of state (the president). Now, the occupant of the office is appointed by the head of state from among the nation's "distinguished" persons. Until recently, the university council appointed the vice chancellor. Now, the appointment is the responsibility of the education minister. The council itself is also appointed by the minister, and the composition of its membership is at the minister's sole discretion. Usually it is comprised of the top-level administrators of the university, representatives from the senate and the student body, and persons outside the university representing government industry and various professions. The registrar and bursar are appointed by the university council.

4.11 Future plans

There are plans for a new tertiary level programme that will increase access, improve quality of education and review curricula to make graduates more relevant and responsive to the changing labour market. Programmes will be diversified using various modes of teaching. This is because tertiary level programmes should lead to acquisition and generation of knowledge that will contribute to economic growth and poverty reduction. In order to attract funding, tertiary institutions will do the following:

- Apply appropriate management principles to administration and financial management.
- Analyse the cost-effectiveness of the workforce, especially academic staff.
- Conduct thorough human resource reviews to determine actual labour needs and therefore ascertain the job opportunities for graduates.
- Expand distance education programmes to increase access.

TEVET programme

TEVETA has developed a comprehensive skills training programme to improve the skills of the human resources produces for both the formal and non-formal sectors, using a demand-driven TEVET system that is sustainable and promotes equity. The TEVET development programme has identified seven priority areas, namely, organisation and management of TEVETA; training systems; human resource development; management information systems; infrastructure and equipment; TEVET financing system; and a number of cross-cutting issues.

TEVET also addresses other activities including curriculum review and retraining curriculum developers and providers of skill training to meet changing demands, such as entrepreneurship training to prepare trainees for both wage and self-deployment. It also deals with developing the capacity of teaching staff, planners, managers and other support staff. Under the TEVET policy, apprenticeship will be re-introduced to improve the quality of crafts training. Distance vocational training will also be introduced to increase access to skills training in trades, technical and commercial fields.

A TEVET fund will be established with contributions from government, industry and donors. There will also be an extension which will include bursary scheme, re-equipping of more training centres, increasing the participation of women, introducing short courses in business skills, sensitising people about the value of skills training,

establish a database and disseminating information on available programmes and credit facilities.

4.12 Conclusions

Not much students are following higher education. There are universities, technical and vocational colleges and institutes in Zambia. But there are just two universities. That is not so much for a large country. For the government it is difficult to finance the higher education. Another problem is that high educated people are going to work abroad.

5 Informal education and literacy

5.1 Forms of informal education

There are several things falling under informal education:

- Children aged 0 - 5 years old are able to follow education in a pre-school. This is informal education.
- Another form of informal education is distance learning for tertiary education
- There is informal basic education and high school education.
- There is e-learning and learning from radio for children.
- There are evening schools.
- There is a programme for school leavers.
- For adults there are human resource development activities.
- There are literacy programmes for both youth and adults.

5.2 Providers of informal education

Providers of informal education are:

- Communities make pre-school education possible. Also NGOs, local authorities and private individuals can offer pre-school education. The ministry of education stimulates communities to offer a pre-school programme.
- Distance higher education is offered by technical and vocational colleges and the University of Zambia.
- Informal basic education and high school education are offered by schools which are not recognised by the ministry. The ministry provides some of this education.
- E-learning is possible through the internet.
- Learning from radio is offered by the ministry of education.
- Evening school is offered by the government.
- The programme for school leavers is provided by the government.
- Human resource development activities are offered by businesses.
- Literacy programmes are offered by the government.

5.3 Curriculum

Distance education and non-formal education

Non-formal and distance education programmes at basic education, high school and tertiary levels follow the same curriculum used in formal education. However, the skills training at schools for continuing education follow modules prepared by the department of technical and vocational education.

Interactive radio

Interactive radio instruction was initially started for vulnerable out-of-school children in very remote areas or in places where there were no education services. Centres are

set up in communities where the radio broadcast can be received and a local mentor is recruited and trained to follow a manual that supports the broadcast lessons. The radio instruction targets literacy and numeracy in local languages and English, following the official curriculum in those subjects.

Other informal education

For other informal education is no concrete curriculum.

5.4 Attendance

In table 10 you can see how many entrants to grade 1 have followed primary education in 2004.

Table 10: Entrants at primary school with pre-school experience (2004)

	Total	Male	Female
New entrants to grade 1 of primary education with pre-school experience	15,8 %	15,9 %	15,7 %

For the latest rates see: <http://gmr.uis.unesco.org/ViewTable.aspx>

5.5 Accessibility

If Zambian people have access to informal education depends on the place they live. Some communities offer more informal education than others. Also the costs differ.

Providers of distance education

There are not many providers of distance education and when it is provided, it is only in a few restricted disciplines, mainly the social sciences. About 6000 students can follow distance education now. Distance education takes longer and the entrance requirements are lower than for fulltime courses.

5.6 Government assistance

Pre-school programs

The ministry of education stimulates communities to offer a pre-school programme. The ministry will provide therefore professional services to pre-primary education by training teachers, developing curriculum memberial and monitoring standards. The ministry will collaborate with providers, partner ministries and others to develop policy guidelines for pre-primary and early childhood education. This is not yet finished.

Distance education and interactive radio

Distance higher education is recognised by the ministry too. The government also took the initiative for interactive radio.

Education through other channels

The government encourages the provision of education through other channels. The department offers four main programmes to both youth and adults.

- She provides junior and secondary courses to 30.000 students enrolled in the national correspondence college.
- She organises and manages open secondary schools with 19.000 students.
- She offers evening classes at primary and secondary education levels for about 15.000 students.
- She offers training in specific skills for 1250 school leavers and adults in schools for continuing education.

Life-long learning

The government handles with the concept of life-long learning: Learning starts at birth and continues into adult life.

5.7 Future plans

Literacy programme

This programme will revamp the national literacy programme whose performance has deteriorated. Access to functional literacy for all marginalised groups will be increased. The quality of the programmes will be improved too and the capacity of the providers will be enhanced. Lastly, communities will be sensitised to demand access to literacy programmes. Opportunities will be created for literacy graduates to continue education through distance learning, night school and other modes of provision.

5.8 Conclusions

There is a lot of informal education in Zambia. The government provides a lot of informal education, because they think education is important for everyone. They stimulate pre-school and offer things like evening school and radio lessons. There are also plans to improve the literacy programme and TEVET programme.

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4.10 Government assistance	<ul style="list-style-type: none"> World Higher Education Database (WHED) www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf
4.11 Future plans	<ul style="list-style-type: none"> www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf
5.1 Forms of informal education	<ul style="list-style-type: none"> www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf The development of education. National report of education by ministry of education. (April 2000) http://portal.unesco.org/education/en/file_download.php/52577aaa8c589b3e8f3f32de070ccec7Lin%20ehan,+Language+of+instruction+and+the+quality+of+basic+education+in+Zambia,+4+May.rtf. World Higher Education Database (WHED) Diversification of adult education provision in Zambia. Elizabeth Mumba.
5.2 Providers of informal education	<ul style="list-style-type: none"> www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf The development of education. National report of education by ministry of education. (April 2000) Diversification of adult education provision in Zambia. Elizabeth Mumba. http://portal.unesco.org/education/en/file_download.php/52577aaa8c589b3e8f3f32de070ccec7Lin%20ehan,+Language+of+instruction+and+the+quality+of+basic+education+in+Zambia,+4+May.rtf.
5.3 Curriculum	<ul style="list-style-type: none"> The development of education. National report of education by ministry of education. (April 2000) www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf
5.4 Attendance	<ul style="list-style-type: none"> http://gmr.uis.unesco.org/ViewTable.aspx
5.5 Accessibility	<ul style="list-style-type: none"> The development of education. National report of education by ministry of education. (April 2000) World Higher Education Database (WHED)
5.6 Government assistance	<ul style="list-style-type: none"> www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf The development of education. National report of education by ministry of education. (April 2000)

	<ul style="list-style-type: none">• http://unesdoc.unesco.org/images/0014/001448/144824E.pdf
5.7 Future plans	<ul style="list-style-type: none">• www.ibe.unesco.org/countries/countryDossier/natrep96/zambia96.pdf